

DISE Online teaching resources

This is a 'living document' designed to compile guidance and resources for the move towards online teaching. The hope is that it can provide Department colleagues with some inspiration on how to navigate specific aspects of our teaching and convening activities online. Please feel free to add your favourite resources (please try to include them in the most appropriate category), or to pose questions you'd like to have answered in the [Q&A section](#).

Note, some tools/resources here require registration and/or charge for access. These are indicated with the (\$) symbol.

General resources and guidance	
McGill-Specific policies and guidance	<ul style="list-style-type: none">• TLS Guide to teaching remotely during disruption• TLS Guide to using Zoom at McGill• TLS Guide to tools for content creation available at McGill
General principles for teaching/facilitating online	<ul style="list-style-type: none">• Online Resources Toolkit for Facilitators: This covers more than teaching (team meetings, event hosting, etc.) but contains an exhaustive and well-organized list of guidance and resources.• Accessible Teaching in in the Time of Covid: This focuses on how to make your online teaching accessible and inclusive
Overview Remote Teaching	<ul style="list-style-type: none">• https://bokcenter.harvard.edu/teaching-remotely• The Shift to Remote Learning: The Human Element• https://www.edsurge.com/news/2020-04-02-what-students-are-doing-is-remote-learning-n-ot-online-learning-there-s-a-difference
Course planning and design resources	<ul style="list-style-type: none">• Plymouth State University has developed the ACE Framework (for Adaptability, Connection, and Equity) to guide planning for online teaching. It provides useful guidance for planning

	<p>processes.</p> <ul style="list-style-type: none"> • The Fit for Online Learning guide covers most of the specific areas below in an easy-to-read format. • TLS Guide to course management (mostly through myCourses)
<h2>Tools and resources for specific teaching/learning functions</h2>	
Designing learning outcomes	<ul style="list-style-type: none"> • https://www.harvard.edu/coronavirus/teach-remotely
Asynchronous teaching activities	<ul style="list-style-type: none"> • The Art and Science of Successful Online Discussions: Principles for facilitating/ assessing contributions through online discussion forums.
Synchronous teaching activities	<ul style="list-style-type: none"> • Managing Online Learning Checklist: A short set of guidance notes on effective teaching using Zoom. • This table provides a helpful guide to link typical classroom activities to specific tools that can help you approximate those activities online. Note that some tools require registration. • Quick read on synchronous/ fixed using Zoom https://www.insidehighered.com/news/2020/04/29/synchronous-instruction-hot-right-now-it-sustainable
Group assignments	<ul style="list-style-type: none"> • https://perusall.com/ 'Social E-Reader' that is a stout discussion board (that syncs directly with the article) could be used to jigsaw longer articles or for small groups to unpack complex text
Assessment principles and techniques	<ul style="list-style-type: none"> • TLS Guide to assessment online • TLS Guide to assessment tools available at McGill organized by functions they perform.
Subject Specific Resources	<p>Science: https://sites.dartmouth.edu/teachremote/remote-lab-activities-and-experiences/</p>

	(Physics) https://phet.colorado.edu/
Creating community online	<ul style="list-style-type: none"> ● Piazza is a free alternative to the discussion forum on mycourses that is much nicer and does more to promote discussion, good for large classes ● Slack allows you to create multiple “channels” of chat rooms, works nicely for small courses (e.g. grad classes) <ul style="list-style-type: none"> ○ Microsoft Teams also has similar functionality and doesn’t require separate login
Technology-specific resources	<ul style="list-style-type: none"> ● TLS Guide to tools that support student interaction (both synchronous and asynchronous) ● Sam Bruzzese, a lecturer in the Faculty of Education, has created a series of simple instructional videos explaining a number of tools that we have access to (Zoom, Perusall, Pear Deck, Screencastify, and the ACE framework). ● Perusall - a collaborative reading tool that can be integrated into myCourses. ● Mural (online shared whiteboard space) (\$) ● Kami (an app that lets students collaboratively annotate pdfs). (\$)
Inclusive Pedagogy	<p>These resources focus on using technology a through a remote or online format to support all learners. These sites offer suggestions and examples of inclusive pedagogy with detail.</p> <ul style="list-style-type: none"> ● https://mcgill.ca/equity/resources/covid-19-best-practices-equitable-inclusive-student-centred-learning#Technology%20&%20Course%20Design ● https://diversity.sdsu.edu/resources/inclusive-pedagogy
Ed Tech Resources for Pre-Service Teachers (for lesson planning, content...)	<p>Given our role in preservice teacher preparation, this website will be of use to your students and may expose you to subject specific Ed-Tech in your field. The site organises Ed tech resources for teachers to use in K-12 classrooms. https://www.common sense.org/education/search?contentType=reviews</p>

Resources for Students Transition to Remote Learning	<p>Geared for students this site provides tips and strategies to flourish in a remote learning environment. Information may be of use to faculty and instructors as well.</p> <ul style="list-style-type: none"> • https://learnremotely.harvard.edu/
Sample Student Surveys to Gauge: Student Readiness Remote Learning Experience (End of Course)	<ul style="list-style-type: none"> • Professor Harvey's Pre Instruction Survey https://docs.google.com/forms/d/1aY8R-JKSbBYikp1DnPGOM9V-eUAfkmGD6ahkvcQswl4/edit?usp=sharing • Remote Learning Survey: End of Course
<h2>Examples of lesson/course plans</h2>	
Remote Course Overview	<ul style="list-style-type: none"> • https://www.harvard.edu/coronavirus/teach-remotely • https://teachremotely.harvard.edu/
Specific Courses	TBD
<h2>McGill Remote Teaching Support</h2>	
TLS Consultation Request	Teaching & Learning Services is offering a range of support to faculty and instructors, link takes you to a service summary and 'online help' submission portal https://www.mcgill.ca/tls/contact/consultations
DISE (RLS Initiative)	DISE faculty and instructors may continue to reach out
<h2>Questions & Answers</h2>	

<p>How do I do the practical hands-on activities online (e.g. math education)?</p>	<p>Here I might advise checking out the whiteboard feature on Zoom, and/or connecting a document camera and/or using your cell phone as a doc camera and writing on paper as you might normally. (Cell phone example video here)</p>
<p>How do I do peer editing online?</p>	<p>Have you used google docs before, or Microsoft teams? Both allow for real time peer editing between students. G-doc video, M-Teams</p> <p>One idea is to move students into Zoom 'breakout rooms' and have them share their draft documents with their classmates in that breakout. (note they will not use Zoom to view/edit the docs) You could provide class time for them to peer edit or assign it for HW with a rubric that details the type of feedback you require.</p>
<p>How can we do community building online?</p>	<p>For those of you thinking about building community these categories offer a place to start.</p> <ul style="list-style-type: none"> • Make yourself available. (think virtual office hours) • Create a communication plan. (remote learning communication plan) • Encourage interaction. (breakout rooms, peer sharing, tech for class discussions) • Build "outside class" spaces. (flipgrid, slack) • Bring the outside in. (webinars and live streaming as part of your course, not created by you) <p>This article is a bit dated, 2018, but contains tested methods and solid recommendations from the bullets above</p> <p>https://www.facultyfocus.com/articles/online-education/five-ways-to-build-community-in-online-classrooms/</p>
<p>What are students' expectations? What constitutes 'good quality' learning to them?</p>	<p>We have results from 7 DISE Summer Courses (July 1 2020) where we asked questions related to this topic, please stay tuned for a data dissemination session (flexible method) and a Q&A session (fixed method)</p>
<p>How do I monitor/assess the success of the online teaching?</p>	<p>Use a survey, either informally on Zoom or in Google Forms or SurveyMonkey here are a few sample questions:</p> <ol style="list-style-type: none"> 1. What aspects of the course or instruction are helping you learn now that we have shifted to the remote instruction phase of the Spring 2020 semester? 2. What challenges, if any, are you facing while engaging in remote learning in this course? Are there changes in teaching approaches that could help address these challenges? 3. What strategies are most effective at helping you stay engaged with your peers and the instructor

	<p>during remote learning?</p> <p>4. Any other comments?</p> <p>For more in depth questions and to see a complete SurveyMonkey questionnaire with data Click Here</p>
<p>How can I write on a “blackboard” while teaching online?</p>	<p>You can use the ‘stock whiteboard’ feature on zoom (under screen share), for others that want a more sophisticated digital space, Google Drawings or Canva (free version). Those of you with a iPad or tablet will find those very useful in ‘writing/equations/drawings’, just connect to your computer and select through zoom.</p> <p>Next Level Tech: Check out these free iPhone apps that can be used as a premium whiteboard https://heavy.com/tech/2015/09/top-5-best-art-drawing-painting-sculpting-apps-for-iphone/</p>

Matching Processes with Tools ([source](#))

Here is a list of common processes that you might need to use, and tools that support them. It's obviously not an exhaustive list, but these are some of the most common things I do in virtual sessions.

Process You Want to Do (links in this column go to how-to articles)	Tools That Support It (links in this column go to the tool's website)
Breakout groups	Zoom
Breakout groups with templates and sticky notes	Zoom , along with: MURAL , pre-loaded with your template (guide)
Check-in circle	Zoom, sharing an image of the participants in a circle (guide)
Creating or editing a shared piece of writing	Google Docs or Office 365
Creating or editing a shared presentation	Google Slides or Office 365
Discussion circle	Zoom , using video if you can (guide)

Dot voting	MURAL
Fishbowl	Zoom (general guidance here with detail on doing it online at the end)
Flow charts, roadmaps, quad grids, other visual tools	MURAL or Google Slides or Office 365
Kanban boards	Trello or MURAL
Looking at a shared resource	Zoom , using screen sharing
Polling	Zoom
Sticky notes	MURAL
Threaded conversations, text chat, sidebar conversations	Slack or myCourses discussion
'Social E-Reader' think discussion board that syncs directly with the article, instructor can	https://perusall.com/

annotate article and pose questions student
comment directly on shared doc...many more
features

<https://perusall.com/pricing>